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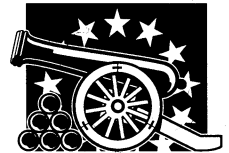
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Leadership Lessons of General Friedrich Von Steuben



To the Prussian, Austrian or French soldier you say, "Do this, and he doeth it." But it is the genius of this nation (America) that to the soldier I am obliged to say, "This is the reason why you ought to do that: and then he does it."

It was January 12, 1778 when the Continental Congress received a letter from a former Prussian staff officer by the name of Baron Friedrich Wilhelm von Steuben offering his services:

"Honorable Gentlemen: The honor of serving a respectable Nation, engaged in the noble enterprise of defending its rights and liberty, is the only motive that brought me over to this Continent. I ask neither riches nor titles. My only ambition is to serve you as a Volunteer."

This letter, finessed in part by Benjamin Franklin, came at a time when the Continental Congress was desperately seeking help in the War for Independence, and they cheerfully accepted Steuben's services and immediately assigned him to General George Washington's command.

Washington's army was at this time wintering in Valley Forge. Training had up to this time been little or nonexistent, successes had been few and morale was low. Recognizing the need for discipline, Washington seized upon Steuben's experience and appointed him Inspector General in charge of training. The difficulties Steuben faced were serious. The campaign might open by early spring and there weren't even drill regulations. What needed to be done must be

done quickly. Steuben's major task was to establish a system by which all training could progress.

Fortunate for the American cause, Steuben came along when he did. Much like Washington, Steuben was no ordinary general of his era. His style broke many rules of the day and established leadership principles as new as the country being formed. What he accomplished has led historians to rank him as one of the most important leaders in the American Revolution. It is time well spent reviewing his contributions.

Leaders Need To Be With Their Men

Steuben would have no part of a class distinction between men, as was a custom of the time. While he frequently entertained guests at dinner, he made sure that officers of higher grades sat at the same table as those of lesser rank. Recognizing that the condition of one's uniform depended on personal wealth, he once made the wearing of torn clothes a prerequisite for admission to dinner. Another rule that Steuben decided to break was that of officers being with the rank and file. Up to that point, officers dealt with the foot soldier primarily through a sergeant as intermediary. To the contrary, Steuben decided to take it upon himself to conduct most of the training, and was usually seen treating officers more strictly than the lower ranks.

Leaders Need To Explain Their Decisions

Steuben soon learned that the American was of a different sort than a

typical European. The American Revolution itself was due largely to the distaste Americans had for the abuse of power. Consequently, it had become part of their character to question orders and authority. Steuben astutely recognized this not as a weakness, but as a healthy and unique American strength. He realized that while Americans would not act the role of humble servant, they had a stronger resolve to succeed if you explained the larger purpose. In a letter he wrote to an old comrade in arms, Steuben explained that the "genius" of the American soldier is that "I am obliged to say, 'This is the reason why you ought to do that: and then he does it.'" Historian Dave Palmer (retired commandant of West Point Military Academy) says that this point is as relevant today as it was during the revolution. In fact, the military now demands that its members make inquiries so that they can better determine the "right thing" to do.

Be Demanding, But Constructive

With the aid of his subinspectors, Steuben visited every military organization in the army, exposing its defects in discipline, in administration and in supply and equipment. His criticism was searching and severe but it was always constructive. When he exposed a fault, he sought a practical remedy for it. When the remedy was within the power of the local commanding officer, it was generally applied at once. All defects that could not be corrected by local commanders were then carefully digested, tabulated and reported to Washington with

(Continued on Page 2)

A PROUD tradition of SERVICE through EXCELLENCE, INTEGRITY, and COURTESY.

Lessons of Von Steuben . . .

(Continued from Page 1)

concrete practical recommendations for remedial action. Steuben had little patience for ineptness. When something went wrong, the Baron would delight the soldiers by swearing in French and then in German. When his artillery of foreign oaths was exhausted, he would call on one of his assistants to curse in English for him. Once, after cursing to exhaustion, he proclaimed: "I can curse dem no more." While this use of profanity was out of character for an officer, and would not have been acceptable for most leaders, it was Steuben's way of making his stern demands seem less threatening to the soldiers. Consequently, his criticisms were accepted without resentment. In fact, Steuben became one of the most popular figures in the affections of the plain soldiers of the Continental Army.

Proclaim Your Own Mistakes Openly

A fellow officer tells this story of Steuben:

"He was as rough as the ocean in a storm, when great faults in discipline were committed, but if in the whirlwind of his passion, he

had injured anyone, the redress was ample. At a review at Morristown, a Lieut. Gibbons was arrested on the spot for a fault which (later), it appeared, another had committed. At a proper moment, the Commander of the regiment came forward and informed the Baron of Mr. Gibbons' innocence. 'Desire Lieut. Gibbons,' said the Baron, 'to come in front of the troops.' 'Sir,' said the Baron, 'Your Colonel tells me that you are blameless. I ask your pardon. Return to your command.' All this passed with his hat off, the rain pouring on his reverend head. Was there an officer, a soldier, who saw this unmoved by feelings of respect and affection? Not one, who had the feelings of a soldier."

Steuben's style of training turned out to be miraculous. A letter from an officer at Valley Forge, published in a newspaper of the time, gives this account:

"The Army grows stronger every day . . . and there is a spirit of discipline among the troops that is better than numbers."

Steuben's success is not surprising. His experience in army administration, his knowledge of military theory,

and his ability to change and adapt past practice showed that probably no other officer in the world could have replaced him in his special field. The British were so impressed by Steuben that they gave orders to capture him if possible, but by no means harm him in the undertaking. Nor is it surprising to learn that as the American soldiers grew in skill they grew in soldierly pride and that a new morale nevermore to be extinguished soon pervaded the ranks of the Continental Army. He was much beloved by the soldiers, though he was a strict disciplinarian, and passionate withal. In fact, Steuben's philosophy was adopted as official doctrine for the army. He wrote a manual known as "The Blue Book" which was approved by Congress and remained the primary military manual until 1812. An officer of the time commented that only the bible was held in higher estimation. Many of Steuben's ideas regarding the discipline and welfare of the men still survive. The rebirth of the Continental Army as a trained fighting machine, and a new method of leadership, is Steuben's contribution to the history of the United States.

For more information, see the book "General Von Steuben" by John M. Palmer. ■



MSP PHYSICAL ASSESSMENT



The voluntary physical fitness assessment is scheduled to be administered during the month of September. MSPTA bargaining unit members participating in the voluntary assessment will be waived from having to take a mandatory assessment which will be administered during the month of December. The mandatory assessment consists of five events that are detailed in the MSP/MSPTA collective bargaining agreement.

Performance Standards

As in past years, the voluntary assessment will consist of five events: chin-ups, abdominal curls, push-ups, seated stretch, and 1.5 mile run or 3

mile walk. Participants achieving level I, II, or III performances will earn the physical fitness badge/pin along with certificates representing the level of achievement. Participants are encouraged to contact their district assessors for additional information regarding performance standards.

Preparation

In preparation for the assessment, it should be noted that even those who exercise regularly might want to practice all the events being tested. The assessment has been designed to give a picture of one's overall fitness, and many people neglect to exercise certain muscle groups because they only

participate in one or two favorite sports.

Participation

While the law enforcement profession considers physical fitness a matter of duty, it is equally important to your family and personal well-being. Developing good health and fitness habits assist in the prevention of disease and injury by improving: flexibility, physical strength, endurance, as well as reducing cholesterol levels and blood pressure levels. So invest in you. Prepare and participate for you. And if not for you, then for your family, friends, partners, and the community you serve. ■



Presentation Skills

"Lesson Planning"

(Part III of IV)

In the last Tuebor, we examined the importance of having a clear goal of what is to be accomplished in a presentation. Now that we have an idea of where to go, we have to design a vehicle that will take us there. The vehicle in this case is a lesson plan or program notes. These are used by a speaker to insure that all the major points are covered in a presentation.

The Introduction

The introduction of a program does two things, it establishes interest in the topic and it tells the audience what the presentation is all about. Start by writing a statement of purpose for the program. This statement of purpose is incorporated into the beginning of the presentation, it gives the audience an idea of what the presentation is all about. Gain the audience's interest by telling them, in some form, why the material is important to them. The introduction should amount to ten percent of the program.

The Main Body

The body of the presentation is the place to develop ideas that will support the statement of purpose. Every piece of information that is given in the body of a presentation should support the main idea of the presentation as given in the "statement of purpose." If information does not support or play a role in developing the main idea of a presentation, it is not important and should not be used.

Supporting material comes in eight different categories:

1. **Real Examples** — is something that actually happened.
2. **Personal Experiences** — it happened to you.
3. **Statistics** — use when you want to stress quantity of an idea.
4. **Authoritative Opinion** — use authorities who are accepted as such by your audience.

5. **Hypothetical Examples** — create this with known facts; "it could happen!"
6. **Definitions** — use familiar terms to define unfamiliar terms.
7. **Comparison** — relate what is unknown to what is known.
8. **Familiar Sayings** — use a saying that your audience is familiar with, to illustrate a point.

Use a mixture of supporting material to lend credibility to your presentation. There is some research work involved in locating this information, but the end result is well worth the effort. Develop the body of the material so that your audience will be able to follow its logical development. The body should amount to sixty-five percent of the program.

The Conclusion

The conclusion of a presentation is clearly one of the most important aspects of giving a great speech. Keep in mind this is the last time the audience will see you, and that they will most likely remember you for the very last thing you say. Consequently, make the closing as interesting and informative as you did the introduction. Review the "statement of purpose." An effective method of doing this is restating it in a different form. Briefly review the main points of the presentation and relate them to the purpose of the presentation. The conclusion amounts for twenty-five percent of a presentation.

The format of a lesson plan is not as important as its content. A lesson plan should be user friendly. In other words, put it in the format you (the speaker) can effectively use. No matter what form your plan takes, here are some simple ideas you can use:

- The "statement of purpose" is important, so completely write it out so that no part of it is omitted.
- Write the rest of the plan using a bullet format. (Bullets are words or short phrases that provide a

trigger for the speaker to recall the idea.)

- Tailor your presentation to the audience. Remember, it is very difficult to do this if you are tied to a written script that has to be read verbatim.

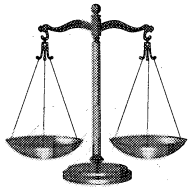
Keep in mind that all "two-way" communication has a purpose. The ideas presented here apply whether communicating one on one, or one to a thousand. In the next Tuebor, article four will look at effective presentation techniques. ■

Ten Things To Remember During An Intrusion Alarm



MSP Capitol Security

1. Always assume the alarm is authentic (wait for your backup).
2. Arrive quietly.
3. Observe surroundings looking for vehicles, people, and anything that does not seem to belong.
4. Maintain radio contact (report at regular intervals and communicate your observations).
5. Formulate a plan with your partner (entries, exits, search patterns). Be progressive (clear areas before passing).
6. Keep private security guards outside, as well as any employees who may work in the building.
7. Take a flashlight with you, even during the day.
8. Beware of danger zones (hallways, stairwells, dark areas, elevated areas, etc.).
9. If you find someone, assume there are others still hiding.
10. Secure the building and try to have the alarm reset before leaving. ■



You Have a Right to Remain Silent

Custody + Interrogation = Miranda Warnings¹

Legal Training Unit

What is Custody?

When a subject is in custody, and you intend to interrogate, the Miranda Warning must be read. The following tips will help you determine your actions. A subject is considered in custody when deprived of freedom in a significant way:²

- > When subject is under arrest.
- > When subject is detained during execution of search warrant.³

What is generally *not* considered custody?

- > Traffic stops⁴
- > Interviews in the subjects own home or office⁵
- > Suspect voluntarily goes to post to be interviewed⁶
- > Telephone conversations⁷
- > Pat-downs⁸

What is Interrogation?

Interrogation exists when police intend to use:

- > Express questioning (Purposely questioning subject about involvement in a crime).
- > Any words or actions the police know or reasonable should know are likely to illicit an incriminating response.

Example: Christian burial case. Police knew defendant was deeply religious and used that to obtain confession.⁹

The Right to Remain Silent

Once the subject has invoked their right to remain silent:

- > All questioning stops.
- > Police may initiate questioning on unrelated charges after significant period. (2 hrs.)¹⁰
- > Suspect may initiate renewed questioning. However, if officers are going to question, they need to readvise of rights and obtain valid waiver.

Right to Attorney

Once the subject has requested an attorney:

- > All questioning stops.
- > Police may not initiate questioning on any charge.¹¹
- > Suspect may initiate renewed questioning. However, if officers are going to question they need to readvise of rights and obtain valid waiver.

Once invoked, Miranda rights remain for custodial period.¹²

6th Amendment Right to an Attorney

The subject has a right to an attorney at any formal judicial proceeding (i.e. at arraignment).

- > Police may initiate questioning on unrelated charges.¹³
- > Suspect may initiate renewed questioning. However, if officers are going to question they need to readvise of rights and obtain valid waiver.

1. *People v Hill*, 428 Mich 382 (1987)
2. *Miranda v Arizona*, 86 S Ct 1602 (1968)
3. *Michigan v Summers*, 101 S Ct 2587 (1981)
4. *People v Edwards*, 158 Mich App 561 (1987)
5. *People v Hill*, 428 Mich 382 (1987)
6. *Oregon v Mathiason*, 97 S Ct 711 (1977)
7. *People v Fisher*, 166 Mich App 699 (1988)
8. *People v Harmlin*, 126 Mich App 524 (1989)
9. *Brewer v Williams*, 430 U S 387 (1977)
10. *Michigan v Mosley*, 423 U S 96 (1976)
11. *Arizona v Roberson*, 486 U S 675 (1988)
12. *People v Crusoe*, 170 Mich App 403 (1988)
13. *Michigan v Jackson*, 106 S Ct 1404 (1986)

Threat Recognition/Multiple Attacker



A police officer facing multiple assailants should watch for the following cues which often precede an attack.

Positioning relative to each other

If you see this type of action, be assured that the group has practiced and talked about attacking together. They will probably attempt to keep the same position between you and them to the front and to the sides.

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Patrol Techniques Unit

Secondary subject distraction

In multiples this is a very dangerous situation. Be aware of those who are not attempting to distract you.

Subjects glance at each other

This is a timing technique, subjects in the group are trying to determine when to attack.

Unusual body language or terminology

Look for something that doesn't make sense: suddenly speaking in another language, removing a piece of clothing, or one assailant pointing at another.

An officer observing these cues may be able to counteract the assailant by constantly changing physical position relevant to them, which may throw off their timing. The key to threat recognition is training. Review your defensive tactics skills as part of your daily regiment so that you will instinctively recognize and respond to threats.

Based on an article by defensive tactics instructor Lester Okoszko in the ASLET Journal.